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ABSTRACT

Intended for University of Connecticut library users and staff, a series of recommendations is presented for a training program to enhance adoption of the new Anglo American Cataloging Rules (AACR2). These recommendations are based on responses to two staff questionnaires, related readings, and the collective experience of the task force members. Specifically addressed are: (1) dissemination of information before changes are implemented, (2) degree of training for library staff based on job descriptions, and (3) instruction for library users. The proposed staff training program consists of a 4-part core component, directed towards staff who consult and who create the catalog records. Each part is detailed in terms of audience, content, goal, coordination, target dates, and evaluation. An ongoing staff training component is also proposed, consisting of training considerations for new staff members, seminars, staff sharing programs, and a request for a specific speaker. The focus of the library user education program is on improving user' skills at the public catalog rather than imparting specific information on AACR2. Recommendations are made for instructional guides, bibliographic instruction, increased one-to-one library services, and subsequent evaluation. The two survey instruments, which examine department head and staff assessment of staff training, are presented in appendices. (SW)

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STORRS

AACR2 STAFF TRAINING TASK FORCE

FINAL REPORT

SUBMITTED SEPTEMBER 10, 1980

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ABSTRACT

A series of recommendations for the training of staff and library users are presented, based on responses to two questionnaires, related readings, and the collective experiences of Task Force members who were drawn from both technical and public services departments at the University of Connecticut Library at Storrs.

Training in AACR2 for staff is viewed within the context of an ongoing, continually updated staff training program which meets the needs of new staff as well as incumbent staff. A four-part core program is planned. The general introductory session is mandatory for all staff. In addition, two levels of staff training are prescribed: one for staff who CONSULT records in the Public Catalog, the Serials List, or the OCLC system; another level of training is required for staff who CREATE those records. Separate training sessions deal with form of entry, AACR2 and the OCLC system, descriptive cataloging, choice of entry, authority work, and filing rules in the Public Catalog and the Serials List. Each part of the core program is detailed in terms of audience, content, goal, coordination, target dates, and evaluation.

Other more general recommendations relate to 1) a proposal to channel new staff who will consult or create Public Catalog and Serials List records through the Technical Processing Unit at an early stage in their on-the-job training; 2) additional and/or alternative staff sharing programs; 3) development of a seminar on the use of the Subject Catalog; 4) a request for a specific speaker.

Recommendations for library user education focus on improving users' skills at the Public Catalog and the Serials List rather than imparting information specifically on AACR2. Recommendations are made in the areas of graphics, guide cards, instructional guides, newly identified job assignments in the Technical Processing Unit, a proposal to strengthen one-to-one library services, dissemination of information to library staff and users, bibliographic instruction, and subsequent evaluation of proposed training programs.

PREFACE

The Assistant University Librarian for Technical Services originally charged the AACR2 Staff Training Task Force with recommending a program for informing and/or training the library staff and library users of the changes incurred by the adoption of AACR2. The following were to be addressed:

1. Dissemination of information before changes are implemented.
2. Degree of training for library staff based on job description.
3. Instruction for library users.

The final recommendation was to include staff responsibilities and procedures for implementation of the above. On July 23, 1980, the original charge was expanded to include recommendations for training for the staff at Regional Campus and Professional School Libraries.

The Task Force held its first meeting on March 4, 1980, and finished its work on September 10, 1980.

The members of the Task Force were:

Laura Borges - Library Orientation and Instructional Services (LOIS)

Sheila Creth - Library Administration (Chairperson, March 4 - May 21)

Camille Forman - Cataloging Department

Helen Lewis - Reference Department

Nancy Orth - Technical Processing Unit (TPU) (Chairperson, June 3 - September 10)

Dipa Roy - Circulation/Reserve Department

Robert Vrecenak - Interlibrary Loan (ILL)

The following material summarizes the Task Force's recommendations for a library-wide training program catalyzed by the adoption of AACR2, but intended to be ongoing in its more general features.

INTRODUCTION

The AACR2 Task Force on Staff Training began its work with research on general library instruction. A bibliography was obtained through an ERIC computer search, and the research studies were discussed at several meetings. In addition, samples of handouts, graphics, catalog arrangements, and systems of patron assistance used by other academic and research libraries were analyzed. After examining the information obtained from other libraries, the Task Force concluded that the University of Connecticut Library (henceforth the UCONN Library) must make an effort to provide ongoing, structured training for the staff in the use of the Public Catalog and other tools, as well as develop a program for library user education. In order to document this, a questionnaire (Appendix I) was submitted to all department heads and to two of their staff members/ student assistants wherever possible. The questionnaire was designed to elicit information on the following:

1. How heavily the staff/student assistants utilize the author/ title section of the Public Catalog, the Serials List, the Subject Catalog, and the Library of Congress List of Subject Headings.
2. What types of training programs are provided by individual departments to enable their staff to utilize the above tools.
3. What types of problems the staff/student assistants encounter in dealing with the above tools.
4. How frequently the staff/student assistants deal with the public on an instructional level.

Analysis and tabulation of this questionnaire produced the following general conclusions:

1. Although in the past staff members have been exposed to training programs not recently repeated (Serials List Seminar, Subject Catalog Seminar, Seminar on the Use of the Public Catalog), there has never been an ONGOING staff training program in the use of the Public Catalog. Staff members from 14 departments (from a total of 15 departments polled) stated that they use the Public Catalog in some capacity in their work, but staff members from only 8 departments indicated that they were offered a training program in the use of the Public Catalog, and most found that these training programs did not meet their expectations or needs.
2. Staff training in the use of the Serials List is minimal, and there is a general lack of knowledge about the differences between the filing rules for the Serials List and the filing rules for the Public Catalog.
3. The Subject Catalog and the Library of Congress List of Subject Headings are underutilized or utilized inefficiently due to lack of knowledge of how to use these tools. Although all staff members are not required to master these tools in their individual jobs, the Task Force feels that all staff should have the opportunity to learn how to use them and that staff members who need to use them as part of their job responsibilities should receive structured training in this area.

4. Senior (in terms of length of employment) staff are more knowledgeable about the use of the four tools cited for several reasons:

    a. Many have participated in the training programs referred to in number 1 above.

    b. Many have had the opportunity, for a variety of reasons (length of employment, a smaller scale operation in the Wilbur Cross Library, transfer from one department to another with subsequent carry-over and/or broadening of knowledge), to educate themselves.

5. Due to the rapidity of staff turnover, volume of work, seldom repeated training programs, and isolation of departments, more recently employed staff members receive a degree of training in the use of the cited tools which is often not adequate to the demands of their job responsibilities. For example, the current video tape on the elements of the unit card and the card set serves as introductory material to the Public Catalog, but the quality of the tape is poor, the content is out of date for this library, and the presentation is elementary.

6. Current training programs that exist within departments are either never updated or updated by word of mouth and, less frequently, by memos.

7. In the past, training through immediate revision of errors has been used by several departments. Due to recent rapid turnover in staff, growth in staff, and the ongoing refinement of cataloging and filing procedures, a more structured and continually updated approach to training is desirable.

8. The library staff as a whole is never informed of changes in filing rules for the Public Catalog. There is a need for an ongoing means of disseminating information about changes that affect the staff in general.
9. A large percentage of the library staff (both Public and Technical Services) at one time or another assists the patron in the use of the cited tools.
10. Department heads and other staff are in favor of a library-wide training program not only in the changes incurred as a result of the implementation of AACR2 but also in the use of the Public Catalog in general (Staff members, including department heads, from 12 departments expressed the need for extensive training in both areas.).
11. Due to the immediate need for a training program in AACR2 and the documented lack of adequate training programs for current job responsibilities, the Task Force feels that now is the time to formulate a general library-wide training program in which the changes incurred by the implementation of AACR2 will be emphasized as part of an ongoing, continually updated program.

A second questionnaire (Appendix II) developed by this Task Force was submitted to both the members of the Implementation Task Force and the Card Catalog Task Force to gather specific information on topics related to AACR2 which should be addressed in a training program. Information from both questionnaires formed the basis for determining which staff groups should be trained in specific areas. Initially, six distinct levels

of training were identified. In the interests of practicality, the Task Force worked to consolidate the number of levels of training as outlined in Chapter I of this report.

CHAPTER I

CORE PROGRAM FOR THE IMPLEMENTATION OF AACR2

As the core of an ongoing, library-wide training program the Task Force on Staff Training recommends the specific programs outlined below to deal with the implementation of AACR2 at the UCONN Library. Based on job responsibility, attendance at introductory and in-depth training sessions is intended to be incorporated into the personal goals and objectives of all staff. All training sessions described in this chapter should be video taped in black and white at a convenient time for any staff absent from the original presentations, for incoming staff, and for subsequent evaluation and refinement of future training programs.

A schedule of training sessions and a syllabus for each session should be available in advance to help determine how many times any session will be offered. Staff members who desire to attend sessions beyond those mandatory for their job responsibilities should be required to register for these sessions ahead of time.

These programs are to be coordinated by the Assistant Director for Personnel, with specific sections of the Programs to be developed and supervised by designated staff.

It is recommended that the staff of the Regional Campus and Professional School Libraries be invited to these training sessions or that these

sessions be offered for these staff members at a more convenient location.

In addition, it is recommended that an appropriate, ongoing program be developed by the Assistant Director for Personnel, in conjunction with department heads and/or student supervisors, to train those student assistants who work with the Public Catalog, the Serials List, or the Shelf List.

In recommending these programs the Task Force adopted a pragmatic approach to library training based on the following restrictions:

1. Lack of any additional staff to prepare and present training programs.
2. Lack of any extra funds to implement proposed training programs.
3. Time limits on the staff for attending training programs.

Therefore, the recommended programs are not necessarily the ideal but the feasible.

GENERAL INTRODUCTION

The Task Force recommends a mandatory general introduction to AACR2.

AUDIENCE: all staff; all classified and professional personnel, no matter where assigned and regardless of current use of the Public Catalog or interaction with library patrons.

CONTENT: the historical and philosophical development of AACR2 and its impact on the staff and patrons of the UCONN Library.

GOAL: to provide any member of the audience with a basic understanding and awareness of the changes that will be taking place in connection with AACR2 at the UCONN Library in the immediate future.

COORDINATION: responsibility rests with the Assistant Director for Personnel.

TARGET DATE: the end of October/beginning of November, 1980.

EVALUATION: job performance measured in terms of personal goals and objectives.

OUTLINE OF GENERAL INTRODUCTION

I. Background on library catalogs
   A. Purposes of catalogs
      1. Patron
      2. Reference
      3. Internal record keeping
   B. Formats of catalogs
      1. Slips
      2. Book
      3. Cards
      4. Fiche
      5. On-line
   C. Maintenance of library catalogs
      1. Filing
      2. Changing records
      3. Compiling from different perspectives

D. History of cataloging codes

1. In the past

2. 1967 - AACR1

3. AACR2

4. Future of library catalogs

II. General principles of AACR2 (as they will be implemented at the UCONN Library)

A. User oriented

B. More title entries

C. More added entries

D. No specific rules of entry for serials

E. Uniform entry

F. Basic principles of uniform bibliographic description

III. How the Public Catalog will be affected

A. Names of persons and institutions

B. Possibility of entries changing later

C. Use of cross references, guide cards, and information cards

D. Public Catalog in a state of change indefinitely

IV. How library staff will be affected

A. Continued use of older tools with pre-AACR2 entries and the need for the staff to know how to search using various forms of entries

B. Internal record changing and how information on changes will be disseminated

C. Consultation of the OCLC data base for more complete name changes, cross references, etc. (by Public as well as Technical Services staff)

In addition to the mandatory General Introduction the Task Force has identified two levels of staff training which are based upon job responsibilities. It is anticipated that all staff needs for information may not be met. Therefore, the Task Force STRONGLY recommends that individuals attend training sessions beyond those mandatory for their job responsibilities as outlined in this chapter.

LEVEL I

AUDIENCE: all staff, including those at Regional Campus and Professional School Libraries, who CONSULT any of the following tools - the Public Catalog, the Serials List, or the OCLC system - in any capacity and are not included in Level II. Specifically:

- Acquisitions
- AV/Microtext
- Circulation/Reserve
- ILL
- LOIS
- Pharmacy
- Processing
- Reference
- TPU - classified staff and ULA's who do bibliographic searching only

CONTENT:

Session I - Form of Entry. A variety of topical and mnemonic examples not demonstrated in last year's presentations should be included. It is suggested that, if at the time of the training sessions changes have already begun to appear in the Public Catalog,

samples of these changes be used in the program (specifically, changes made in the "University of Connecticut" entries).

A. Personal names

B. Corporate entries

C. Geographical names

D. Serial entries

E. Uniform titles - explanation here should be specific with respect to the concept itself and to the effect the use of uniform titles will have on the Public Catalog, since uniform titles have not been used consistently at the UCONN Library in the past.

Session II - Continuation of Session I

A. Cross references, guide cards, and information cards as connectors between old and new forms of entry.

B. Library tools that still use old forms of entry (NUC, Mansell, ULS, NST), including the importance of explanation and interpretation of authority work. It is to be emphasized that entries in departmental catalogs may not be current with respect to those in the Public Catalog and the Serials List.

C. Local practices in the implementation of AACR2, specifically, in which catalogs and in what order cards will be changed for form of entry.

1. Author/Title section of the Public Catalog
2. Subject Catalog
3. Shelf List
4. Serials List

D. Explanation of how this system will ensure eventual uniformity in the author/title section of the Public Catalog, the Subject Catalog, and the Serials List.

Session III - AACR2 and the OCLC System

A. Ability to access records using both new and old forms of entry.

B. Interpretation of AACR2 records in the OCLC system.

C. Use and interpretation of the OCLC Name Authority File for both Public and Technical Services.

GOAL: to provide each member of the audience with an understanding of the changes incurred by the adoption of AACR2 and how to deal with these changes in locating a monographic or serial item at the UCONN Library.

COORDINATION: responsibility rests jointly with the Assistant Director for Personnel and the Assistant University Librarian for Technical Services.

TARGET DATES: Sessions I and II - the end of November/beginning of December, 1980.
Session III - early January, 1981.

EVALUATION: job performance measured in terms of personal goals and objectives.

OVERVIEW: The maximum group size for any session should not exceed twenty people. The use of transparencies as a visual aid is recommended, together with handouts illustrating the major points of each session for immediate and subsequent reference. No session should exceed fifty minutes in duration. It is of utmost importance that instructors of Level I sessions gear their presentations to the particular needs of the audience - how to locate monographic or serial items at the UCONN Library - and convey to their audience that a variety of approaches to locating an item will ensure eventual success in finding it. Specific examples of catalog entries are to be reviewed where appropriate. In selecting these entries care should be taken to ensure that form of entry is consistent with AACR2 as interpreted by the Library of Congress and by the Implementation Task Force and approved locally by the Cataloging Advisory Committee.

LEVEL II

AUDIENCE: all staff who currently CREATE records for the Public Catalog, the Serials List, or the OCLC system or who will require the information presented in Level II for a variety of future projects. Specifically:

Archives

Art and Design

Cataloging Department

Government Publications Department

Map

Music

Serials

Special Collections

TPU - ULA's who do OCLC terminal cataloging

CONTENT:

Session I - Descriptive Cataloging. A detailed presentation of AACR2 descriptive cataloging as presented in Part I of Anglo-American Cataloguing Rules (Second Edition) and as interpreted by the Library of Congress and locally by the Implementation Task Force. Emphasis should be on the ways in which AACR2 descriptive cataloging differs from previous practices and on the mnemonic structure of the AACR2 manual. SESSION I IS MANDATORY FOR THE FOLLOWING STAFF IDENTIFIED IN LEVEL II:

Cataloging Department

Map

Music

Special Collections

TPU - OCLC terminal catalogers who do "best card" cataloging and revision of inputs on the OCLC system (Session I is only recommended for OCLC terminal catalogers who have had previous training in descriptive cataloging.)

Session I is envisioned as an intensive half-day seminar. The use of transparencies and handouts is recommended. The maximum group number for Session I is twenty persons.

Session II - Choice and Form of Entry. A detailed presentation of choice and form of entry as presented in Anglo-American Cataloguing Rules (Second Edition), Part II("Headings, Uniform Titles, and References"), and as interpreted by the Library of Congress and locally by the Implementation Task Force. It is recommended that the training approach taken in recent Connecticut Library Association workshops be used for this session (juxtaposition of chief source(s) of information and AACR2 card copy by means of transparencies and/or handouts). The presentation should also include reference to the effect the new rules of entry will have on the Public Catalog. SESSION II IS MANDATORY FOR ALL STAFF IDENTIFIED IN LEVEL II. It is envisioned as a half-day intensive seminar to be given FOLLOWING SESSION I AND IN THE COURSE OF THE SAME WEEK AS SESSION I. The maximum group number for Session II is twenty persons.

Session III - Authority Work. A detailed presentation of locally established procedures for authority work. Handouts of accepted authority workforms are to be provided, and a step-by-step demonstration of the use of these forms is recommended. The session should include an explanation of the ultimate control of authority work and the final product as it appears in the Public Catalog and Authority File. The maximum group number recommended for Session III is twenty persons. SESSION III IS MANDATORY FOR THE FOLLOWING STAFF IDENTIFIED IN LEVEL II:

Cataloging Department

Special Collections

Music

Map

OCLC terminal catalogers in TPU who do tagging and/ or "best card" cataloging (Session III is not recommended for other OCLC terminal catalogers.)

Session IV - AACR2 and the OCLC System. A detailed explanation (from the point of view of interpretation and creation of machine-readable AACR2 records) of the following:

1. New fields, sub-field codes, and fixed field codes in various formats, including the accessing of OCLC records by old and new forms of entry.
2. New I and K input standards.
3. Use and interpretation of the Library of Congress Name Authority File.

The maximum group number recommended for Session IV is twenty persons. SESSION IV IS MANDATORY FOR THE FOLLOWING STAFF IDENTIFIED IN LEVEL II:

Cataloging Department

Special Collections

Music

Map

Serials

TPU - all ULA's who do OCLC terminal cataloging

GOAL: to enable all staff who are involved in the creation of catalog records to apply uniformly in their own area of work the AACR2 cataloging code as interpreted for use at the UCONN Library.

COORDINATION: responsibility for development and modification of Level II training sessions rests with the Head of the Cataloging Department due to the very specialized nature of the information contained in Level II training sessions and the uncertainty of future developments in this area. Questions and problems arising in the practical application of AACR2 are to be referred to the Cataloging Advisory Committee, which is responsible for maintaining standardized cataloging procedures at the UCONN Library.

TARGET DATES: Sessions I, II, and III - the end of November/ beginning of December, 1980. Session IV - early January, 1981.

EVALUATION: job performance measured in terms of personal goals and objectives.

FILING (AUTHOR/TITLE SECTION OF THE PUBLIC CATALOG AND THE SERIALS LIST)

Based on the response to the Task Force's first questionnaire, it became apparent that almost all staff experience difficulty in locating materials in the author/title section of the Public Catalog and desire further training in filing rules. Inasmuch as these difficulties will be compounded by the changes in the Public Catalog occuring as a result of AACR2, it is imperative that a general session on the filing rules for the author/title section be held. At the same time it is recognized that there are differences between the filing rules for the author/title section of the Public Catalog and for the Serials List and that both sets of

rules need to be explained. As a first step, the Task Force recommends that the filing rules for the author/title section be rewritten by TPU and made available to all departments in the library in a format suitable for updating. This should facilitate consistent updating of all changes in filing rules subsequently made by TPU. Responsibility for disseminating information on changes in the filing rules should rest with one staff member to be identified by the Head of the Technical Processing Unit.

Filing rules for the Serials List should be made available to all departments in the library.

Outline of General Session on Filing Rules

AUDIENCE: all staff in Level I and Level II.

CONTENT: a general explanation of ALA filing rules with local variations. Emphasis should be on locating:

A. Acronyms
B. Initials
C. Abbreviations
D. Numbers
E. Symbols
F. Possessives
G. Hyphenated words
H. British/American spellings
I. Mac/Mc
J. Umlauts
K. Computer languages

Consideration should be given to:

A. Concept of filing word by word

B. "Ignoring" punctuation

C. Placement of secondary entries (including series)

D. Precedence of editions

E. Filing rules for symposia and proceedings

F. Uniform titles

G. Placement of guide cards

GOAL: to provide all members of the audience with an understanding of the basic filing rules for the author/title section of the Public Catalog and for the Serials List.

COORDINATION: responsibility rests with the Head of the Technical Processing Unit, who should coordinate the presentation with the Head of the Serials Department.

TARGET DATE: early March, 1981

EVALUATION: job performance measured in terms of personal goals and objectives.

CHAPTER II

ONGOING LIBRARY-WIDE TRAINING PROGRAM

As a result of the responses to the questionnaires distributed by the Task Force and as a result of events occurring while the Task Force has been in session, it has become increasingly obvious that communication between staff in Technical Services and staff in Public Services needs to be improved.

Service to the patron is the primary concern of the library. At times Technical Services staff do not fully appreciate the problems affecting patrons, as well as other staff, that occur as a result of "internal" changes made by Technical Services. Often it appears that adequate consultation with other departments has not taken place. Likewise, Public Services staff, who, in the name of the patron, suggest changes, currently do not recognize the complexity of the underlying workflow in Technical Services necessitated by the requirements to maintain accurate records. The following major recommendations for a library-wide training program, therefore, are intended not only to provide more uniform training and a broader understanding of workflow in the library for all staff members but also to facilitate communication with the ultimate goal of improving library service.

I. The first recommendation concerning ongoing library-wide training is for the development of a program for all new staff who consult or create records in the Public Catalog or the Serials List. The program will channel this staff through TPU at an early stage in their on-the-job training.

The basic content of the program should be instruction in the elements of the unit card and the card set and explanation of filing rules for location of items in the author/title section of the Public Catalog and the Serials List. This instruction should be accompanied by appropriate exercises. The aim of the proposed program is to enable staff members to utilize the author/title section of the Public Catalog and the Serials List effectively in their individual work assignments and to insure uniform dissemination of information in these areas.

The program should be offered during the periods of greatest influx of new personnel, but frequently enough so that all new staff members participate in it ideally within the first month of employment. It is suggested that a staff member in TPU be identified to prepare and subsequently evaluate the program. This staff member will work with new personnel for at least two half-days and be available to deal with questions and problems after initial training. Responsibility for identifying this staff member in TPU rests jointly with the Assistant Director for Personnel and the Assistant University Librarian for Technical Services.

In connection with instruction in the elements of the unit card and the card set the Task Force recommends discontinuing the use of the video tape From Shelf to Shelf for the following reasons:

1. Poor quality production technique.
2. Frequent negative staff reaction.
3. Deterioration.

Although From Shelf to Shelf has helped to fill a gap for new staff in the past, it is the consensus of the Task Force that a more up-to-date

presentation of higher quality is desirable. The Task Force does not find the workbooks that accompany this presentation objectionable but rather out-of-date in content for use in this library. In place of From Shelf to Shelf the Task Force recommends the development of a new training aid based on sections of the Cataloging Department presentation Dewey Decimated or other suitable materials. Responsibility for the coordination of the development of this new training aid rests with the Assistant Director for Personnel.

II. The second recommendation is for the establishment of additional and/or alternative staff sharing programs. Specifically, it is recommended that an expanded staff sharing program be developed to enable more staff from Technical Services to work at the Information Desk and more staff from Public Services to work in Technical Services. In order to accomodate this, an alternative to the traditional year-long staff sharing program in the form of a three-month or one-semester program is proposed. This would allow more staff to participate as well as be to the benefit of those staff members (department heads) who have not participated in staff sharing programs previously due to lack of time. It is the consensus of the Task Force that expanded staff sharing programs, in conjunction with the yearly departmental presentations, would provide the library staff as a whole with a better understanding of the relationship between Technical and Public Servcies. thus promoting better communication. Responsibility for the establishment of additional staff sharing programs rests jointly with the Assistant Director for Personnel and the Assistant University Librarians for Public and Technical Services.

III. The third recommendation is for the development of a seminar on the use of the Subject Catalog. This seminar should be offered at least twice a year to all interested staff and made mandatory for all new staff who consult or create records in the Subject Catalog as part of their job responsibilities. The seminar should include a presentation of the philosophy of the Subject Catalog, instruction in the use of the Library of Congress List of Subject Headings and its Supplements (including what can and cannot be found in them), and an explanation of the filing rules of the Subject Catalog with special emphasis given to the concept of chronological filing. Responsibility for insuring that a staff member in the Cataloging Department be identified to develop such a program rests jointly with the Assistant Director for Personnel and the Assistant University Librarian for Technical Services.

IV. The fourth recommendation for an ongoing library-wide training program is to invite Gordon Fretwell, Head of Information Processing at the University of Massachusetts Library at Amherst, to address the staff of the UCONN Library on the topic of instruction in the use of the card catalog as well as alternative approaches to reference and information services. It is Mr. Fretwell's philosophy that all library staff are a potential resource for the patron, and this philosophy is practiced actively at the University of Massachusetts Library. It is the feeling of the Task Force that Mr. Fretwell's philosophy is in keeping with the tenor of the recommendations made in this report and that an address by him would be in order as part of overall staff development at the UCONN Library. Responsibility for scheduling an address by Mr. Fretwell rests with the Assistant Director for Personnel.

CHAPTER III

LIBRARY USER EDUCATION

It is difficult to make generalizations about the patrons who use the library. Abilities vary greatly as do needs. Although it is often assumed that novice undergraduates and public borrowers may have no experience using library tools, that graduate students have experience in research, and that faculty members have sophisticated library skills, this is indeed not always true. Assumptions about library skills cannot be made based on the educational status of the users. In addition, many patrons will use the library only once or twice. Their needs, however, must be considered with those of frequent users.

The recommendations of the Task Force recognize the need for a variety of approaches to meet the diverse requirements of the audience and to reach as many users as possible. Based on the conclusions of the Card Catalog Task Force, the experience of the members of this Task Force, and on related readings, it was determined that the library user education program should focus on improving users' skills at the Public Catalog and the Serials List rather than imparting information specifically on AACR2.

The ultimate aims of the library user education program are to encourage the concept of multiple approaches to the Public Catalog and the Serials List, to develop a better awareness and attitude among users toward the Public Catalog as a critical research tool, and to establish an environ-

ment which encourages users to ask questions.

I. The first recommendation for library user education is that the library staff receive thorough training in the use of the Public Catalog and the Serials List and be kept informed in a systematic manner of the changes connected with AACR2 since all library staff are a potential resource for the patron.

II. The second recommendation is for the development of a good graphics system in the Public Catalog area which will serve the purpose of providing fundamental information about the arrangement and nature of the Public Catalog and the Serials List as well as creating an atmosphere in which patrons are encouraged to ask questions. Specific recommendations include the following:

   A. The use of color codes to distinquish the subject from the author/title section of the Public Catalog.

   B. Better signs which allow the user to identify quickly the section of the catalog needed.

   C. The use of a large flip chart to explain the format of the card catalog and any special features which might affect the ability to locate information.

III. The third recommendation concerns the content and format of guide cards, information cards, and cross-reference cards in the Public Catalog. There is at present an ad hoc group of two staff members studying the overall problem. However, since it is impossible to predict the type and nature of cards that may be required in the future, there is a need

for a staff member to be assigned the permanent responsibility of editing the content and format of such cards. This recommendation relates to a previous one (page 20) dealing with dissemination of information on changes in filing rules. It is recommended that the same staff member charged with that responsibility also receive this other assignment. It is anticipated that appropriate coordination will occur between this staff member in TPU and the Cataloging Department.

IV. The fourth recommendation is that improved instructional guides (printed or other format) be developed and available to the user in the Public Catalog area and in other appropriate locations (for example, near Serials List microfiche readers). These guides should be simple, covering topics such as how to read a catalog card, how to use the author/title and subject sections of the Public Catalog, how to use the Serials List, and how to locate a book or serials title in the stacks. It is important that evaluation of these guides by both Public and Technical Services staff occurs prior to final printing.

V. The fifth recommendation is to strengthen the emphasis of one-to-one instruction in the Public Catalog area. Instructional guides fill some of the needs of library users but are not a substitute for one-to-one instruction for specific problems. The LOIS desk does provide this one-to-one service under conditions which are at times extremely difficult. Therefore, it is recommended that a member of the LOIS department be located at a desk within the card catalog area. This arrangement would provide more obvious and assertive assistance to users in the use and understanding of the Public Catalog. It would also reinforce the idea

that questions should be asked. The earlier recommendation of the Task Force concerning additional and/or alternative staff sharing programs (page 24) would facilitate this extended coverage in the Public Catalog area.

VI. The sixth recommendation concerns the dissemination of information before changes occur:

A. The Task Force strongly recommends that the Innocent Bystander be used only to make a general announcement of the initiation of visible changes in the Public Catalog in connection with AACR2 and not be considered the official vehicle for the announcement of individual changes.

B. The Task Force recommends that a bulletin board be placed in the vicinity of the Information Desk and that changes in the Public Catalog be posted there as they occur. The bulletin board should be labelled "Current Changes in the Card Catalogs" with no specific reference to AACR2. The responsibility for posting changes and informing the LOIS staff of changes should rest with the staff member in TPU identified in recommendation III of this chapter. In addition, it is recommended that the LOIS staff compile on a regular basis a list in a notebook of the changes having occurred in the Public Catalog. The notebook should be available for staff and public consultation. Finally, it is recommended that large signs (again, with no specific reference to AACR2) be placed in the vicinity of the Public Catalog and the Information Desk announcing to patrons that changes are taking place and urging them

to consult the Information Desk for specific details on the nature of these changes.

C. The Task Force recommends that a variety of public relations activities be initiated:

1. The Faculty Advisory Committee should be informed that major changes will be occurring in the Public Catalog based on library requirements to maintain international standards of bibliographic control. The responsibility for informing the Faculty Advisory Committee rests jointly with the University Librarian and the Director of University Libraries.

2. It is recommended that an issue of the faculty newsletter describe the nature of the changes occuring in the Public Catalog and the reasons for them. Responsibility for the newsletter rests with the Assistant University Librarian for Public Services.

3. It is recommended that background materials suitable for a feature story on the changes occurring in the Public Catalog be submitted to the editors of the Connecticut Daily Campus, the University Chronicle, and other news sources as appropriate. Ideally, publication of the story should occur in late January, 1981. Responsibility for this assignment rests with the Assistant University Librarian for Public Services.

VII. The seventh recommendation concerns bibliographic instruction offered at the library. Bibliographic instruction to groups is offered in seminars for undergraduates and graduate students and in term paper clinics. Group instruction provides an excellent opportunity for library staff to impart information on the use of the Public Catalog and, indirectly, on the impact of AACR2. There are certain basic premises about the Public Catalog and the Serials List that could be incorporated into group instruction. These basic premises concern the complex nature of the Public Catalog, the importance of alternative approaches in looking up materials in the Public Catalog, and the vast amount of "incidental" information on a catalog card. In order to facilitate the exchange of information among library staff who teach, the Task Force recommends that, as part of the staff development program, workshops be developed to serve as a forum for the discussion and analysis of teaching techniques. Responsibility for the development of such workshops rests cooperatively with those departments engaged in teaching under the coordination of the Assistant Director for Personnel.

CONCLUSION

No program can be effective without some formal mechanism for evaluation. The Task Force strongly recommends that such a mechanism be established specifically for those recommendations accepted for training programs for both the library staff and users.

EVALUATION - STAFF TRAINING

1. The staff training program should be evaluated for timing, content, and effectiveness by a questionnaire to be administered at the time of instruction.
2. A second questionnaire should be administered approximately six months later to gauge staff impressions on the usefulness of the training as it actually applies to their work.
3. Each department head in conjunction with each staff member will be responsible for developing specific performance measurements appropriate to the employee's responsibilities in order to evaluate the effectiveness of the training and/or the need for additional training on any topic (See the subdivision "EVALUATION" in each training program recommended in Chapter I.).
4. Similar evaluation techniques should be used to measure other recommended programs, including the workshops for teaching staff.

EVALUATION - LIBRARY USER EDUCATION

The library user education program also needs to be evaluated to insure that the recommendations are given priority. Selected staff

from public service areas should be given a questionnaire designed to ascertain the effectiveness of the user aids recommended for the Public Catalog and the Serials List and the proposed additional card catalog service point.

Due to the extensive involvement of the Task Force in recommending AACR2 training programs, continuity can be best assured if interested members of the Task Force, together with the Head of the LOIS Department (evaluation of instructional activities related to AACR2) and the Assistant Director for Personnel (evaluation of staff training), serve as the evaluation team.

Because of the impact AACR2 will undoubtly have on all libraries, a final recommendation is in order. Although the reports of the other two Task Forces were essentially specific to the unique card catalog, procedures, and staffing at the UCONN Library, the recommendations of the Staff Training Task Force are of a general enough nature to be applicable and useful to other libraries developing AACR2 staff training or library user education programs. Therefore, it is recommended that this report be submitted to the Educational Resources Information Center (ERIC) for inclusion in Resources in Education. In order to maintain the timeliness of the report, extensive editing should not be encouraged. It is also recommended that the formal evaluation of the implementation of the staff training programs as well as the user education program be submitted for publication immediately upon completion.

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APPENDIX I

Memo

To: _____, Department Head

From: AACR2 Staff Training Task Force

Re: Assessment of Staff Training

The AACR2 Staff Training Task Force has been charged with "recommending a program for informing and/or training the library staff and library users of the changes occuring by the adoption of AACR2." It is our consensus that the first step in providing quality user training and orientation is to establish a comprehensive program for training staff which would include specific information on changes in cataloging and filing rules. In order to take this first step the members of the Task Force need to assess how heavily and in what ways the Public Catalog and the Serials List are currently utilized by the staff (including student assistants) of all departments. To this end we are requesting that you fill out the enclosed form entitled "Department Head Assessment of Staff Training." We would also like you to distribute to two representative members of your staff the forms entitled "Staff Assessment of Staff Training." Whenever possible select one staff member who began employment in the new library. Select student assistants when other staff is not available. Please return these forms to Nancy Orth, TPU by Monday, June 30, 1980. The forms to be completed by staff/student assistants are not to be signed.

Again, the purpose of this survey is to provide the Task Force with a foundation upon which suitable recommendations for a training program can be developed. Please direct questions about these forms to any member of the Staff Training Task Force: Laura Borges, Camille Forman, Helen Lewis, Nancy Orth (chair), Dipa Roy, Robert Vrecenak.

Thank you for your cooperation.

Department Head Assessment of Staff Training

Department: _____

Please be as specific as possible in your replies. Note that the term "Public Catalog" does not refer to departmental catalogs.

I. Describe the ways in which your staff/student assistants utilize the following (If public contact is involved, please specify.):

	Staff	Student Assistants
A. Author/Title Section of the Public Catalog		
B. Subject Catalog		
C. Serials List		
D. Library of Congress List of Subject Headings		

II. How heavily do your staff/student assistants utilize the following (State in terms of percentage of working hours per week and number of times consulted per week.)?

	Staff	Student Assistants
A. Author/Title Section of the Public Catalog		
B. Subject Catalog		
C. Serials List		
D. Library of Congress List of Subject Headings		

39.

III. With what types of entries in the Public Catalog do your staff/student assistants predominantly deal (corporate author, title, subject, etc.)?

Staff	Student Assistants

44

45

IV. What types of problems do you feel your staff/student assistants encounter most frequently in the Public Catalog (filing rules, series entries, card content, etc.)?

Staff	Student Assistants

V. Describe the kind of training your staff/student assistants receive in the use of the following:

40.

	Staff	Student Assistants
A. Author/Title Section of the Public Catalog		
B. Subject Catalog		

C. Serials List

D. Library of Congress List of Subject Headings

VI. Training aids

Staff

Student Assistants

41. A. What training aids are currently used (manuals, slide-tape kit, etc.)?

B. How is training updated?

VII. Departmental catalogs

A. Does your department have one or more card catalogs? If so, please list and indicate type (dictionary, split, etc.).

B. Do you envision the need for a training program to deal with AACR2? If so, in what ways will this training have to be different from that provided for staff/student assistants who utilize the Public Catalog only?

42.

Thank you for your cooperation.

51

Staff Assessment of Staff Training

Department: _____

Staff Member/Student Assistant (Circle one.)

Please be as specific as possible in your replies. Note that the term "Public Catalog" does not refer to departmental catalogs.

I. Describe the ways in which your job requires you to utilize the following (If public contact is involved, please specify.)?

A. Author/Title Section of the Public Catalog

B. Subject Catalog

43.

C. Serials List

D. Library of Congress List of Subject Headings

II. How heavily does your job require you to utilize the following (State in terms of percentage of working hours per week and number of times consulted per week.)?

A. Author/Title Section of the Public Catalog

B. Subject Catalog

C. Serials List

D. Library of Congress List of Subject Headings

44.

III. With what types of entries in the Public Catalog do you predominantly deal (corporate author, title, subject, etc.)?

IV. What types of problems do you encounter most frequently in the Public Catalog (filing rules, series entries, card content, etc.)?

45.

V. Describe the kind of training you received to prepare you to work with the following:

A. Author/Title Section of the Public Catalog

B. Subject Catalog

C. Serials List

D. Library of Congress List of Subject Headings

VI. Training aids

A. What training aids were used (manuals, slide-tape kit, etc.)?

46.

B. How is training updated?

VII. Departmental catalogs

A. Does your department have one or more catalogs? If so, please list and indicate type (dictionary, split, etc.).

B. Do you envision the need for a training program to deal with AACR2? If so, in what ways will this training have to be different from that provided for staff/student assistants who utilize the Public Catalog only?

VIII. In what areas relating to the use of the Public Catalog would you like to receive additional training?

47.

Thank you for your cooperation.

THE UNIVERSITY OF CONNECTICUT LIBRARY

May 21, 1980

TO: Implementation Task Force Members
Card Catalog Task Force Members

RE: Assessment of Staff Training Related to AACR2

The AACR2 Task Force on Staff & User Training is charged with identifying training that will be needed in relation to the implementation of AACR2. The members of the Task Force hope to develop training recommendations based on an analysis of information from a number of Library staff.

In order to begin the process of assessing training needs, the attached form has been developed. We feel that members of the two other AACR2 Task Forces are in a good position to provide the initial assessment.

The form should be used in the following manner:

- list the specific information or topics related to AACR2 that you feel will require training.
- topics should be listed so that similar information/topics are grouped together such as: cataloging rules, filing rules, and miscellaneous issues related to the contents of the card catalog.

  Please be as specific as possible.
- Indicate what staff group should be trained/instructed in the specific subject matter by placing an X in the appropriate column.

The Task Force on Training will compile the results. This compilation will not necessarily be a final statement on all of the required training that may be needed but we hope that it will provide a foundation for understanding what training requirements must be met.

Please return this survey form by June 6, 1980 to Dipa Roy. If you have any questions, please speak to a member of the Task Force.

Task Force on Staff & User Training
Sheila Creth, Chair
Laura Borges
Camille Forman
Helen Lewis
Nancy Orth
Dipa Roy
Robert Vrecenak

Members

2 Training Assessment

Completed by _____

AACR2 Topic/Information	All Staff	LOIS	LOIS Asst.	Ref Lib.	Ref. Asst.	Other Public Services Staff (specify)							CATAL	LPT		Serials		Other Tech Services		
														DLA	clerk	DLA	clerk			